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ABSTRACT

One of the key responsibilities of a school board is to adopt procedures for regular evaluation of the superintendent's performance. This handbook therefore provides specific suggestions for developing these procedures. Based on a question-and-answer format, the handbook is divided into seven chapters: (1) Evaluating your superintendent (a summary of the contents of the guide as a whole); (2) Why evaluate the superintendent? (3) What should be evaluated? (4) When is evaluation undertaken? (5) What information is needed? (6) How should evaluation take place? and (7) What happens with the results? A bibliography is included, and sample job descriptions, board policies, and evaluation instruments are appended. (TE)

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EVALUATING YOUR SUPERINTENDENT

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"A management which does not define performance as a batting average is a management that mistakes conformity for achievement, and absence of weaknesses for strengths. It is a management that discourages and demoralizes its organization. The better a man is, the more mistakes he will make—for the more new things he will try.

The man who consistently renders poor or mediocre performance should be removed from his job for his own good. People who find themselves in a job that exceeds their capacities are frustrated, harassed, anxiety-ridden people. One does not do a man a service by leaving him in a job he is not equal to. Not to face up to a man's failure in a job is cowardice rather than comparison.

One also owes it to the man's subordinates who have a right to be managed with competence, dedication, and achievement. Subordinates have a right to a boss who performs, for otherwise they themselves cannot perform.

One owes it finally to all the people in the organization not to put up with a manager who fails to perform. The entire organization is diminished by the manager or career professional who performs poorly or not at all. It is enriched by the man who performs superbly."

Peter F. Drucker

Management:
Tasks, Responsibilities, Practices

INTRODUCTION

School boards are responsible for establishing policy, monitoring progress and evaluating the results for a wide range of district activities. Board members, meeting a few hours each month, cannot be involved in the daily operation of the district. But they can encourage effective management by adopting district goals and desired outcomes based on community needs.

One of the board's key responsibilities is to adopt a procedure for regular evaluation of the superintendent's performance in carrying out these goals.

It is recognized that both women and men hold positions as superintendent, but for the sake of clarity the male pronoun is used throughout this handbook.

This handbook provides specific suggestions for developing those procedures. Information has been compiled from a number of sources to develop this handbook.

A thorough search of literature dealing with evaluating the superintendent was conducted in many publications during the development of this handbook. CSBA wishes to acknowledge in particular the following publications: *Planned Appraisal of the Superintendent, A Superintendent Appraisal System,* and *The School Board's Responsibility: Effective Schools through Effective Management* all published by the Illinois Association of School Boards; *Evaluating Superintendents and School Boards* by Educational Research Service; *Selecting and Evaluating the Superintendent,* by the Ohio School Boards Association.

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C H A P T E R • O N E

EVALUATING YOUR SUPERINTENDENT

Evaluation is not new—we do it all the time. Informal evaluation takes place regularly at board meetings, in conversation, and in social contacts. But this informal procedure cannot show a true picture of the superintendent's effectiveness in all aspects of the job. The working relationship between the school board and the superintendent influences how well the district functions. In order to develop and maintain this relationship, there must be a formal procedure established for a regular review of the superintendent's responsibilities and performance. Effective evaluation is a continuous process which can be modified depending on need and experience.

WHY EVALUATE THE SUPERINTENDENT?

A periodic assessment by the board enables it to objectively review the effectiveness of the superintendent in meeting district goals and communicate to the superintendent its expectations for his continuing leadership.

- Legal requirements.
  A superintendent's contract usually includes a system of evaluation. The Education Code requires that all certified personnel be evaluated.
- Identify priorities.
- Accountability for carrying out district policy.
- Feedback to superintendent on performance.
- Basis for reemployment and salary increase.

WHAT SHOULD BE EVALUATED?

The board as a whole must determine just what it wants to evaluate. The needs of school districts can vary greatly as can the priorities of the board within each district. The range of a superintendent's job reflects the size and complexity of the district and its educational and administrative needs. A board wants to know how its superintendent is addressing and meeting those needs. The following will be considered.

- Board expectations of superintendent.
  Mutual understanding of responsibilities
  Written previously agreed upon goals
- Criteria used in evaluation
  Traits, characteristics, and skills come with each individual. They are an important part of superintendent selection, but probably won't change from year to year.
  Results based on performance in carrying out responsibilities. These measure progress toward district goals.
- Board/superintendent relationships. Progress toward goals is affected by this relationship.

WHEN IS EVALUATION UNDERTAKEN?

Planning for a regular time for evaluation each year is recommended. This may be related to some of the following:

- Legal aspects of Education Code
- Stipulated in superintendent's contract
- Stipulated in board policy
- Related to board elections

WHAT INFORMATION IS NEEDED?

Both the board and the superintendent will want to prepare for the evaluation by reviewing the following:

- Clarification of roles and administrative functions of the board and the superintendent
- Job description
- Board policy regarding evaluation
- Progress report toward district goals
- Superintendent's self-appraisal of progress toward goals
- Prior year's evaluation
- Contract between the board and the superintendent

HOW SHOULD EVALUATION TAKE PLACE?

The board and superintendent will want to review different evaluation processes and agree upon a system for their own district. Each district should personalize the system. Forms or checklists from other districts should be modified.

- Develop agreed-upon standards and procedures
- Select type of evaluation system
  - Informal
  - Checklist
  - Traits and Skills
  - Essay or Blank Narrative
  - Management by Objectives
  - Performance Appraisal

WHAT HAPPENS WITH THE RESULTS?

Once the evaluation is compieted, the results should be shared with the superintendent.

- Discuss with superintendent
- Write summary evaluation and place in superintendent's file
- Provide for superintendent's response
- Develop job targets for coming year

C H A P T E R • T W O

WHY EVALUATE THE SUPERINTENDENT?

Evaluation of the superintendent really begins with the selection of an individual for that position. Board members have determined the skills and characteristics that are important to their own district. They have chosen someone they trust; someone who they believe can provide the educational leadership necessary for their schools and their community. In turn, they have a stake in the success of their new superintendent. How a board selects its superintendent often influences their later relations. It makes sense to establish a regular time to take stock of what they expect and how the district is progressing toward those expectations.

Contract. Built into the contract should be a reference to an evaluation process and schedule. The process itself need not be a part of the contract so it can be updated as needs change.

Legal Requirements. Under the Stull Bill, the Legislature requires that "governing boards establish a uniform system of evaluation and assessment of the performance of all certificated personnel..." (E.C. 44660) This includes administrators as well as teachers. Legal opinions vary as to whether this requirement applies to superintendents. A district may hire a superintendent who is not certificated (E.C. 35029) in which case evaluation is not a legal requirement.

Also, under law, if a governing board determines not to reemploy a superintendent at the end of the contract term, it must give written notice at least 45 days prior to the expiration of the term. Should a board fail to take action on an expiring contract, it is automatically renewed for the same length and under the same conditions as the expiring one. (E.C. 35031) In order to make sound contract decisions, and have them hold up under scrutiny of the community and the courts, a regular system of evaluation is advised.

Identify Priorities. Board members have an opportunity during the evaluation process to identify their priorities for the superintendent. Likewise, the superintendent can identify priorities for the school system. There will be a better use of time and talent, and the district will be more effectively managed, when priorities are established.

Accountability. In order to account for its policies, a board must continually measure and assess. As far as the board of education is concerned, accountability—and therefore evaluation—must concentrate on the district superintendent.

Evaluation is good for both board and superintendent. It helps the board to ensure that its policy decisions for the educational system are carried out. It can

identify problem areas in the school system. It can determine compliance with state laws and regulations. Properly conducted, administrative evaluation provides an established set of qualifications and criteria for the chief administrator regardless of who occupies the position.

Further, formal records prepared for the process of evaluation can serve as protection for the board by serving as a basis for dismissal, withholding of salary increases, or as a legal basis for removal. They put the board in a better position to cope with criticism or potential political interference.

The board also learns from a thoughtful evaluation process. As board members gather and consider information, they gain insights about their schools which enable them to deal effectively with complicated problems before they become crises. Evaluation encourages systematic planning, and, in turn, the setting of priorities. A board which can point to its goals, programs, and plans, is itself demonstrating accountability.

Purposes of Evaluation. The basic purpose of evaluation is to provide for a regular time for the board and superintendent to confer on the performance of the school district. Individual attributes of the superintendent which contribute to the overall results of the district are an integral part of the review. A superintendent needs to learn in a constructive fashion where he stands. He needs to communicate with the board so he clearly understands what the board wants.

The chief purpose is to improve performance through positive reinforcement and positive recommendations. The underlying common goal is to work toward the improvement of education. Evaluation provides a regular and anticipated opportunity for resolving problems. When a superintendent feels positive about his job situation everyone benefits because he tends to infuse the entire district with his enthusiasm.

Reasons for evaluating the superintendent:

1. To promote communication and strengthen working relationships between the board and superintendent.
2. To clarify functions and responsibilities and to discuss the superintendent's performance on a regular basis.
3. To identify strengths and weaknesses and to determine ways to improve performance and effectiveness.
4. To encourage and commend the superintendent when his performance warrants recognition.
5. To enhance the board's ability to monitor progress toward established goals.
6. To provide a regular and anticipated process for resolving conflicts.
7. To establish reasonable standards for continued employment.

Rationale For An Objective Approach To Evaluation

- To improve performance. Evaluation should enable the superintendent to become more effective.
- To facilitate planning through partnership. Planning enables the superintendent and the board to move toward desired ends.
- To use specific objectives to define directions. Objectives clarify the board's intent.
- To emphasize measurable results. Evaluation should be based on what really happened and not upon effort and good intentions.
- To increase motivation and sense of satisfaction. A basis for commending, reinforcing, and rewarding good work is established.

Evaluation can be used as a tool to help a superintendent develop the ability to handle problem areas. It can become a preventive instrument as well as a report on past performance.

C H A P T E R · T H R E E

WHAT SHOULD BE EVALUATED?

Board members can't measure with precision everything a superintendent does. They don't see the day-to-day operations of the district. They don't face the variety of decisions and meet all the people the superintendent does. Because they don't see the entire picture, many board members feel inadequate to judge the superintendent's performance. But board members can contribute to the improvement of the district by conducting a fair and instructive evaluation.

It is important that board members control biases so they do not unduly distort the outcome, evaluate things which are important and de-emphasize things which are not so important.

The board needs to determine what factors it wishes to consider when measuring the superintendent's effectiveness and whether evaluation should be based on performance, behavior, or some other criteria.

The board must know where it is going. If members just think day to day, they tend to evaluate day to day. Abraham Lincoln said, "If we know where we are and how we got there, and perhaps where we are heading, we may be able to control a measure of our destinies." A well planned evaluation process will help guide that direction.

Board Expectations Of The Superintendent

Board members and superintendents who take the time to clarify their responsibilities and their roles can strengthen their working relationships. Each understands the needs of the other. Some board members wish to know all the details about district daily operations while others prefer to consider only major issues. Boards vary in the level of authority they are willing to delegate to their superintendent. Even during highly emotional or controversial times harmony can prevail through open and frank discussion of where these lines of authority are drawn. Use of the California School Boards Association, *Roles, Responsibilities, and Relations* can serve as a basis for this purpose.

Unity and understanding will be encouraged when the superintendent and the board work together to write short and long range objectives which can be clearly measured.

Peter Drucker, in his book, *Management: Tasks, Responsibilities, Practices*, discusses using objectives. "If objectives are only good intentions, they are worthless. They must degenerate into work. And work is always specific, always has—or should have—clear, unambiguous, measurable results, a deadline and a specific assignment of accountability . . .

"Objectives are not fate; they are direction. They are not commands; they are commitments. They do not determine the future, they are means to mobilize the resources and energies of the business for the making of the future."

Select Criteria

Criteria found on administrator evaluation forms frequently include such items as "Knowledge of curriculum; Leadership and responsibility; Organizational ability; Health; etc." In considering criteria to be used in assessing a superintendent's effectiveness, each board should ask:

Is it related to performance?
Is it a personal characteristic?
Is it a skill or knowledge that you expect the superintendent to possess as a minimum qualification for the job?

Then, looking at the criteria, ask:

What would I look for in evaluating the superintendent on this factor?
What evidence would I use to defend a high rating or a low rating?

A determination as to what are traits and skills and what are management responsibilities can be determined by these questions. The board can then decide whether they want to be use *characteristics and traits or results based on performance in carrying out responsibilities* or a combination of these as its evaluative criteria.

In a constructive evaluation system, boards will discuss specific behavior, not vague criticism. And they will evaluate behavior, not personality.

Board/Superintendent Relations. The interests of both the board and the superintendent can be served by a sound evaluation program. It is a regularly planned process for expressing concerns and feelings, sharing accomplishment of tasks, and planning the direction of effort for the coming year. This is a time for open communication, for clearing the air. Sometimes boards are involved in disputes among themselves. Sometimes the board's feelings of how staff is spending its time differs from that of the superintendent. If concerns can be aired and problems reasonably solved, board-superintendent relations may be strengthened and a breakdown avoided.

The ultimate goal is to create a climate in which the superintendent can effectively lead the school district toward attaining its goals.

"Leadership is not magnetic personality—that can just as well be demagoguery. It is not 'making friends and influencing people'—that is flattery. Leadership is the lifting of a man's vision to higher sights, the raising of a man's performance to a higher standard, the building of a man's personality beyond its normal limitations. Nothing better prepares the ground for such leadership than a spirit of management that confirms in the day-to-day practices of the organization strict principles of conduct and responsibility, high standards of performance, and respect for the individual and his work." (Drucker)

C H A P T E R • F O U R

WHEN IS EVALUATION UNDERTAKEN?

It is easy to postpone the superintendent's evaluation until a "convenient" time when other more pressing matters such as negotiations, or the budget, do not fill district calendars. Some boards only evaluate when they feel they have a problem. As there is no convenient time, it is best to schedule a regular calendar time so everyone knows how to plan and what to expect.

Legal Aspects. As previously stated, the Education Code gives specific timing for renewal or termination of contracts. A careful evaluation should be the basis for this action.

Contract Terms. The superintendent's contract may state that an annual evaluation will be conducted before a designated date. Boards must be aware of that date and carry out their contractual obligations.

Board Policy. Some board policies, in addition to describing the process to be used, will establish a calendar. This calendar could include a time-line for establishing goals, agreeing on desired results, reviewing accomplishments, and discussing with the superintendent. A midyear update is often a part of this time-line.

Relation to Board Elections. The question often arises as to whether evaluation should take place shortly before a board election. The effectiveness and popularity of the superintendent can become an election issue. There may be differences of opinion as to whether board members have cooperated with the superintendent, or whether personal relationships affect the judgment of the board. Does a board extend a contract before an election or wait for a new board to make that decision? Boards should be aware of these factors, but there are no generalized answers appropriate for all situations.

Other Factors. Employee organizations might apply pressure on board members as they evaluate the superintendent and determine a salary increase, particularly if this comes at the time salaries of employees are being negotiated. If a regular time is scheduled for evaluation, pressure under these circumstances can be lessened.

C H A P T E R • F I V E

WHAT INFORMATION IS NEEDED?

Regardless of the method chosen for evaluation, board members will want to review various sources of information. They will have their own observations and perceptions of the superintendent. But these should be put into perspective with reports, policies, and other information. Preparing for evaluation will include a review of these documents as well.

Clarification of roles and administrative function. Boards operate in different ways to meet their responsibilities.

Custodial. Some delegate authority to the superintendent and operate in an approval or custodial manner.

Lay administrative. Some involve themselves in day-to-day instructions, make most of the decisions themselves, and expect the superintendent to carry out their wishes.

Policy-making. A third group makes major policy decisions and delegates appropriate authority to the superintendent to carry out those policies and then holds the superintendent responsible for running the schools.

Most boards move from one mode to another as district needs, community pressures or personal interests change. For effective relationships, boards and superintendents need to mutually agree on a mode of operation.

Job Description. The roles and responsibilities of the superintendent must be spelled out by the board so there is an understandng of how much authority the superintendent is given to complete his work. An evaluation can be made only of the job he is expected to do. Everyone needs to know those limitations.

- What does the board expect the superintendent to do?
- How much authority and responsibility does he have?

Evaluation can be made only of those responsibilities included in the job summary. The job description is a public document which also informs others of the expectations for this position. Review this job description regularly so everyone understands what is expected and revise it as new conditions and needs arise. Sample job descriptions are included in the appendix of this report.

Board Policy Regarding Evaluation. The policy should describe the purpose, procedures and criteria for conducting and completing evaluation. If a district does not have a policy, developing one would be an early priority. The procedure would contain detailed steps to be followed in appraisal.

A written procedure clearly specifies:

- The purposes of the appraisal—what it is expected to accomplish.

- How the board and superintendent will determine what to appraise; that is, how they will identify problems and priorities that require attention during the coming year.
- The procedure that will be followed, including a time-table for appraisal meetings, methods of documentation and follow-up, and the manner in which appraisal will be tied to compensation and re-employment.

Sample policies and procedures are included in the appendix.

Progress report toward district goals. The superintendent will provide the board with a report on previously agreed-upon goals and accomplishments made toward those goals. How well the superintendent is leading the district toward reaching these goals is a major portion of the annual evaluation.

Superintendent's self-evaluation of accomplishments. Along with progress toward district goals, the superintendent will provide the board a review of personal progress toward board recommendations and personal evaluation of accomplishments. A summary report of actions and activities which the superintendent carried out to improve performance in designated areas following the previous evaluation can be compiled. Also, this is a time to point out other district accomplishments during the year from the superintendent's perspective.

Prior year's evaluation. The board will take stock of their recommendations from the previous year for improvement of administrative performance and make their own judgments of progress.

Contract between the board and superintendent. The contractual relationship between the board and superintendent should be reviewed each year. Revisions or amendments would be made at this time, or a new contract written and adopted.

C H A P T E R • S I X

HOW SHOULD EVALUATION TAKE PLACE?

An effective evaluation can only be achieved if the board fully understands how it intends to conduct the process. The following guidelines should be carefully considered before beginning the evaluation.

1. The superintendent should know the standards against which he will be evaluated and be involved in the development of these standards.
2. Evaluation should be at a scheduled time and place, with no other items on the agenda. The meeting should be in closed session with all board members present unless the superintendent requests an open session.
3. The evaluation should be a composite of the individual board members opinions, but there is only one final evaluation. The board as a whole should meet with the superintendent to discuss it with him.
4. The evaluation should include a discussion of strengths as well as weaknesses.
5. The evaluation should be fairly frequent—at least once a year. Thus, in case the decision is reached not to renew a superintendent's contract, the board can point to previous "warnings" of deficiencies.
6. Both parties should prepare for the evaluation—the superintendent by conducting a rigorous self-evaluation, the board by examining various sources of information relating to the superintendent's performance.
7. The board should not limit itself to those items which appear on the evaluation form since no form or set of guidelines can encompass the totality of the superintendent's responsibilities.
8. Each judgment should be supported by as much objective evidence as possible. One board member's opinion should not be the sole basis for judgment on an appraisal item.
9. The superintendent should have the opportunity to evaluate the board. Ideally, the evaluation will include an examination of the working relationships between the board and superintendent.

Mutual Trust. The effectiveness of evaluation depends, not upon a particular plan or format, but rather upon the degree of mutual interest which exists between the board and superintendent. When this mutual interest is high, everyone involved in the evaluation will trust one another, they will be committed to building a better educational system and they will share a sincere desire for progress. In the absence of such a climate, no plan of evaluation can be expected to contribute significantly to better schools.

Selection of Type of Evaluation System. The evaluation plan should be based upon sound premises and developed for long-range use, not necessarily to satisfy the

preferences of incumbents. The board and superintendent will want to study available options and mutually agree on a process. A board can't appropriate another district's method and expect it to work as smoothly in their own district. The approach needs to be localized.

Evaluation can be a motivating experience. A simple report card type of assessment is not motivational. For positive and productive results, the evaluation must be more than a post-performance check list type of assessment.

Informal evaluation has been used for years, but boards and superintendents have become aware of that system's limitations and problems. A verbal appraisal of the superintendent usually occurs as an outgrowth of a crisis situation. Informal evaluation is linked to the circumstances of the moment, not the total range of expectancies for the superintendent. A formal process provides more meaningful results.

The following five types of formal evaluations are analyzed for advantages and concerns:

CHECKLIST.

Inventory of specific activities or functions the board thinks the superintendent should complete and how satisfied the board is that they have been accomplished.

Advantages
- Speed
- Opportunity for a wide variety of questions or judgments
- Identification of areas needing improvement
- Simplicity
- Impersonality of process
- Gives appearances of exactness
- Flexibility

Concerns
- Reliance on personal judgment ratings
- May not be factual
- Ambiguity in meaning of "good" or "excellent"
- Imbalance in weight or importance of various questions
- Deals with characteristics of superintendent, not responsibilities of job

TRAITS AND SKILLS.

A list of traits and skills, where each board member rates on a numerical scale how the superintendent has performed on each item. The numerical evaluatons are compiled and a mean rating for each item is presented as the total evaluation. This is sometimes presented as a line graph.

Advantages
- Same as above
- Gives the appearance of being objective

Concerns
- Same as above
- Tends to be a post-performance "report card."

WRITTEN ESSAY OR BLANK NARRATIVE.

Open-ended summary where board members individually write separate statements and then collaborate on a report that describes the superintendent's strengths and weaknesses, together with suggestions for improvement. This is usually followed by a conference to elaborate on assessments and provide opportunity for superintendent to respond.

Advantages
- Compels board to focus on many dimensions of district's performance
- Gives opportunity to address matters of personality in fairly impersonal manner
- Provides basis for discussion in a relatively short period of time
- Board must know what should be done before they can comment on how well the superintendent is performing.

Concerns
- Unequal weighting of procedural and personal matters
- Likelihood that some statements will be ambiguous
- Variable in length and content
- Some board members just aren't comfortable when it comes to writing
- Board may not be prepared with sufficient factual information to comment

MANAGEMENT BY OBJECTIVES (MBO).

Useful for evaluation when superintendent and board are goal oriented. Involves setting specific objectives based upon job responsibilities and individual priorities, a

plan that shows what is to be done, how, by when, and how results will be measured. Achievement is assessed at end of reporting period. The board evaluates superintendent's results in reaching agreed-upon goals, solving agreed-upon problems, and making agreed-upon improvements.

Advantages

- Clarifies board's expectations
- Specific accountability for each objective
- Forces boards and superintendents to examine needs and set priorities
- Built-in system to alert board and superintendent when they are falling behind schedule
- Ongoing evaluation through regularly scheduled check-points
- High degree of personal involvement for both parties

Concerns

- Assesses program achievement rather than superintendent's performance
- Potential rigidity of stated objectives may neglect other items of business or board values
- Reliance on documentation and record keeping
- A board's goals may be too vague or philosophical or too preoccupied with trivia to translate into specific objectives
- May show only superintendent's perceptions of what he should be doing if board goals are not clear and challenging
- Takes considerable time and effort to develop and implement

PERFORMANCE APPRAISAL

This is a combination of managerial job skills, personal traits, and achievement of objectives. Evaluation focuses on both the person and his ability to get the work done. The school board evaluates superintendent's results in reaching agreed-upon goals, solving agreed-upon problems, and making agreed-upon improvements as well as skills, traits, and abilities.

Advantages

- Sets specific objectives with measurable results
- Eliminates need for objectives for routine responsibilities
- Facilitates accountability concept in management
- Superintendent knows what is expected
- Emphasizes the future—which can be changed—not the past
- Clarifies responsibilities, organizes jobs, corrects problems in advance
- Shifts board from merely criticizing to helping superintendent improve
- Gives positive and constructive means for guiding district by linking evaluation with total management system

Concerns

- Takes considerable time and effort to develop and implement
- Performance standards may not be realistic, particularly when developed by those inexperienced in establishing objectives
- Board members may have difficulty agreeing on the standards

COMPARISON OF SUPERINTENDENT APPRAISAL SYSTEMS

TASK	Check List	Rating Scale	Essay	MBO	Perform. Appraisal
DETERMINE NEED	×	×	×	×	×
SELECT CRITERIA	×	×	×	×	×
Traits and Skills	×	×	✓	✓	×
Management Responsibility	✓	✓	✓	×	×
EVALUATE BOARD/SUPERINTENDENT RELATIONSHIP	✓	✓	✓	✓	×
Board Self Evaluation	✓	✓	○	○	×
Superintendent Behavior	✓	✓	✓	✓	×
IDENTIFY DISTRICT FUNCTIONS & TASKS	○	○	✓	✓	×
CLARIFY ROLES— BOARD, SUPERINTENDENT, STAFF	○	○	○	×	×
IDENTIFY INDICATORS OF EFFECTIVENESS	○	○	○	×	×
PREPARE JOB DESCRIPTION	✓	✓	✓	✓	×
REVIEW MANAGERIAL ABILITY	×	×	✓	✓	×
CATEGORIZE TASKS	○	○	○	✓	×
DETERMINE TASKS NEEDING OBJECTIVE	○	○	○	×	×
WRITE OBJECTIVES	○	○	○	×	×
Agree on Outcome	○	○	○	×	×
Rank in Priority Order	○	○	○	✓	×
REVIEW PROGRAMS PERIODICALLY	✓	✓	✓	×	×
EVALUATE SUPERINTENDENT PERFORMANCE	× ○	× ○	× ○	× ×	× ×

Relation to Tasks
× = Included in process
✓ = May be part of process
○ = Not part of process

C H A P T E R • S E V E N

WHAT HAPPENS WITH THE RESULTS?

The evaluation is conducted in closed session unless the superintendent requests an open session. The board examines its responses to the instrument and a composite evaluation is prepared. The more specific the recommendations can be made for improvement of performance, the greater the opportunity for effective evaluation. The superintendent is then included and the evaluation shared with him. Whether the board meets informally to discuss its evaluation or waits until the formal summary is written before meeting with the superintendent will be determined by the board. In any case, a written summary must be completed, signed by both the board president and the superintendent, and placed in the superintendent's file. This will provide a continuing record of the board's opinion of the effectiveness of the superintendent.

Opportunity to discuss the evaluation by the superintendent should be provided. This is needed for clarification of items by the board. It is also needed for an understanding by the superintendent. If there are differences, the superintendent should have the opportunity for both verbal and written response.

A discussion of contract renewal and salary increase often come at the completion of the evaluation. When need for improvement exists, the evaluation serves as a basis for recommendations and a plan for improvement. Salary increases may come at the time all administrators receive additional compensation, or may be independently determined. Results of the evaluation would serve as justification for salary adjustment.

The final step is to develop job targets for the coming year, including areas for improvement and new goals for the district.

And the evaluation cycle begins again.

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A P P E N D I X • A

JOB DESCRIPTION

Sample job descriptions for the district superintendent are provided. Each board should determine the needs of its district.

JOB DESCRIPTION — EXAMPLE I

PRIMARY FUNCTION

The Superintendent provides districtwide leadership in developing, achieving, and maintaining the best possible educational programs and services; serves as Chief Executive Officer of the Governing Board.

DUTIES AND RESPONSIBILITIES

1. Administers the schools in accordance with the laws of the state, rules and regulations of the State Board of Education, and policies of the governing board.
2. Attends all meetings of the board and serves as secretary to the board.
3. Coordinates the development and maintenance of a positive educational program designed to meet the needs of the community, planning for both current and long range programs.
4. Evaluates the total school program; makes recommendations for the improvement and implementation of approved programs.
5. Reviews policies with the board; makes recommendations for additions or changes; maintains a policy manual.
6. Establishes, subject to board approval, rules and regulations for the implementation of board policies.
7. Directs the development of the district budget as the primary fiscal plan for the implementation of district goals and objectives and administers the adopted budget within legal requirements and board policy.
8. Recommends the selection, management, and re-appointment of all personnel and the definition of job responsibilities.
9. Provides for a program of professional growth for all personnel.
10. Coordinates the efforts of all personnel in working toward the achievement of established goals.
11. Represents the district, either personally or through delegated representatives, in its dealings with other school systems, institutions, agencies, community organizations, advisory committees, and the general public.
12. Exercises leadership in the development and execution of the school-community relations programs and procedures.
13. Keeps abreast of current educational trends and practices and advises the board as to desirable courses of action.
14. Performs such other tasks as may from time to time be assigned by the board.

Educational Policies Services
National School Boards Association

JOB DESCRIPTION — EXAMPLE II

Title:
Superintendent

Qualifications:
As set by State certification authorities

Reports To:
Board of Education

Supervises:
1) Assistants to the superintendent
2) Principals
3) Legal advisor
4) Central office personnel
5) Special services
6) Consultants

Job Goal:
To provide leadership in developing, achieving, and maintaining the educational programs and services; to administer and supervise (or cause to be administered or supervised) all activities of the school system.

Performance Responsibilities:
1) Attends all meetings of the board except when his own appointment, efficiency, contract or salary are being considered, and serves as ex-officio member of all board committees.
2) Conducts a periodic audit of the total school program, and advises the board on recommendations for the educational advancement of the schools.
3) Formulates school objectives, policies, plans, and programs; and prepares (or causes to be prepared) and presents facts and explanations necessary to assist the board in its duty of adopting policies for the schools.
4) Assists the board in developing long-range plans to implement district goals and objectives in accordance with board policy.
5) Recommends to the board sales of all property no longer required by the board and supervises the proper execution of such sales.
6) Recommends for appointment or employment all employees of the board and assigns, transfers, and recommends for dismissal any and all employees of the board.
7) Directs the preparation of the annual budget for adoption by the board, and administers the budget as enacted by the board, acting at all times in accordance with legal requirements and adopted board policies.
8) Maintains directly or through delegation such personnel records, pupil accounting records, business records, and other records which are required by law and by board policy.
9) Recommends the establishment or alteration of attendance boundaries for all schools in the interest of good administration of the instructional program, and approves the special transfer of students from one neighboring district to another only when, in the superintendent's opinion, conditions in each case warrant such action.
10) Represents the schools before the public, and maintains, through cooperative leadership, both within and without the schools, such a program of publicity and public relations as may keep the public informed as to the activities, needs and successes of the schools.
11) Delegates responsibilities to the management team according to the performance responsibilities found in their job descriptions and coordinates and evaluates the performance of the management team in their efforts to carry out board policy.
12) Supervises the effective carrying out of all constitutional or statutory laws, state regulations, and board policies.
13) Communicates directly or through delegation all actions of the board relating to personnel matters to all employees; and receives from employees all communications to be made to the board.
14) Exercises power to make such rules and give such instructions to school employees and students as may be necessary to implement board policy.
15) Acts on own discretion if action is necessary in any matter not covered by board policy, reports such action to the board as soon as practicable, and recommends policy in order to provide guidance in the future.
16) Performs such other tasks as may from time to time be assigned by the board.

Terms of Employment:
Twelve months a year. Contract terms and salary to be determined by the board.

Evaluation:
Performance of this job will be evaluated annually in accordance with provisions of the board's policy on Evaluation of the Superintendent.

Educational Policies Service
National School Boards Association

JOB DESCRIPTION — EXAMPLE III

Qualifications:
As set by California certification authorities.

Reports To:
Board of Trustees.

Primary Function:
Provides leadership in developing, achieving, and maintaining the educational programs and services; administers and supervises all activities of the school system. Serves as Chief Executive Officer of the District.

Duties and Responsibilities:

General Administration
1. Supervises the effective administration of all constitutional or statutory laws, state regulations and board policies.
2. Assists the board in developing short- and long-range plans to implement district goals in accordance with board policy.
3. Reviews policies with the board, makes recommendations for additions or changes; maintains a policy manual.
4. Establishes rules and regulations for the implementation of board policies.
5. Develops short-range and long-range goals and objectives for the management of the district.

Board Relations
1. Provides the board with necessary information, provides reports, and makes timely recommendations.
2. Informs and advises the board about the programs, practices, and problems of the schools, and keeps the board informed of the activities operating under the board's authority.

Educational Leadership
1. Conducts periodic evaluations of the total school program; recommends and coordinates the development, implementation, and maintenance of an educational program in accordance with the district's short- and long-term objectives.
2. Keeps abreast of current educational trends and practices and advises the board of desirable courses of action.
3. Provides a program of pupil personnel services and co-curricular activities.

Personnel
1. Assures the development and operation of personnel policies, rules and regulations in seeking and maintaining the highest quality of personnel.
2. Delegates responsibilities and provides leadership of the management personnel to meet district objectives.
3. Provides for a program of personal development and professional growth for all personnel.
4. Oversees negotiations and contract administration.

Business Management
1. Directs the development of the district budget as the primary fiscal plan for the implementation of district goals and objectives; administers the adopted budget within legal requirements and board policy.
2. Provides for sound planning of financial, facility, maintenance, and enrollment requirements in accordance with the district's short- and long-range objectives.

Communications
1. Establishes and maintains constructive communication programs and practices within the schools, the district, and the community.
2. Represents the district, either personally or through delegated representatives, at various school, community, association, and government activities.

Other
1. Performs such other tasks as may from time to time be assigned by the board.

Oxnard Union High School District
Oxnard, CA

A P P E N D I X • B

BOARD POLICIES

Adoption of a board policy establishes the purpose of evaluating the superintendent and in a general way states what will be done.

BOARD POLICY — EXAMPLE I

As a regular and scheduled activity, the Charlottesville School Board will evaluate the performance of the superintendent of schools against standards agreed to by the evaluatee and the evaluators. The primary purpose of the evaluation will be to effect improvements in administrative leadership.

Since the actions or inaction of the superintendent can significantly affect the effectiveness of the administrative and supervisory staff, the superintendent's professional colleagues are in a unique position to assess his professional expertise. Therefore, in addition to the board's evaluation, a second evaluation will occur (utilizing the same instrumentation) by a team consisting of all assistant superintendents, two directors, and two principals.

GUIDEPOSTS

1. The superintendent should know the standards against which he will be evaluated and he should be involved in the development of the standards.
2. Evaluation should be at a scheduled time and place, with no other items on the agenda, at a study or executive session with all board members present.
3. The evaluation should be a composite of the individual board members' opinions, but the board as a whole should meet with the superintendent to discuss it with him.
4. The evaluation should include a discussion of strengths as well as weaknesses.
5. The evaluation should be fairly frequent—at least once a year. Thus, in case the decision is reached not to renew a superintendent's contract, the board can point to previous "warnings" of deficiencies.
6. Both parties should prepare for the evaluation—the superintendent by conducting a rigorous self-evaluation, the board by examining various sources of information relating to the superintendent's performance.
7. The board should not limit itself to those items which appear on the evaluation form since no form or set of guidelines can encompass the totality of the superintendent's responsibilities.
8. Each judgment should be supported by as much rational and objective evidence as possible. One board member's opinion should not be the sole basis for judgment on an appraisal item.
9. The superintendent should have the opportunity to evaluate the board. Ideally, the evaluation will include an examination of the working relationships between the board and superintendent.

PERFORMANCE OBJECTIVES

When the superintendent of schools has received the composite profiles from the board and staff, he will then formulate a series of performance objectives or job targets for the ensuing year. These job targets will be stated in the form of behavioral change or productivity gains. Implied in this approach is an assumption that an individual is capable of improvement. The chances that he or she will are enhanced if evaluation is carried out systematically in accordance with good planning, conscientious follow-through, and careful assessment of results.

Charlottesville Public School,
Charlottesville, Virginia

BOARD POLICY — EXAMPLE II

The Board of Education of this district believes that the evaluation of the management of the district is important to an assessment of district objectives and their fulfillment. Since evaluation of individuals can properly be done only by their immediate supervisors, it falls to the superintendent to evaluate the chief officers of the district and to the board to evaluate the role and performance of the superintendent. This evaluation shall take place 1) in a number of informal ways which include the ongoing personal contact between the superintendent and board members and observation by each of the status of the district board meetings and 2) a more formalized and systematic method based upon an instrument which shall cover the broad range of superintendent-board relationships. It shall be designed by the board and the superintendent with the object of providing opportunity for a relatively objective estimate of district status as well as performance of the superintendent.

The evaluation of the superintendent through the use of this instrument shall be made annually in a conference-type atmosphere where frank and constructive conversation about the evaluation is possible.

Since this is one of the most important duties of the board of education, the questionnaire suggested should be set up well in advance of need, particularly of any urgent need. Consideration may then be given to this important activity in an atmosphere which will be more likely to produce fair and lasting value for the school system as well as for the individuals involved.

Three phases shall be considered in any evaluation of the school district management or the superintendent in the formal process of evaluation:

A. An appraisal of the main areas in which the superintendent functions, such as:
   1. District and school organization and administration (including district policy development).
   2. The educational program and instructional methods.
   3. Pupils and pupil personnel services.
   4. Employee relations (including safety and in-service training).
   5. Recruitment, selection, placement and personnel management.
   6. Business and financial management.
   7. School facility management.
   8. Intergovernmental relations (including legislative matters which may affect the district).
   9. Community relations (including district and school advisory committees).

B. A personal evaluation of the superintendent such as his:
   1. Relationship with the board.
   2. Educational leadership.
   3. Staff and personnel relationships.
   4. Relevant qualities of character and personality.
   5. Community relationships.

C. A self-appraisal of the Board (which may also call for a reaction from the Superintendent) with special attention to the following areas:
   1. Board meetings.
   2. Relationship with the superintendent.
   3. Relationship to the instructional program.
   4. Staff and personnal relationships.
   5. Relationship to the financial management of the schools.
   6. Community relationships.

Such a process of evaluation will usually indicate certain weaknesses and strengths of both board and superintendent performance. This should then result in a high degree of objectivity and an increase in the effectiveness of the performance record of both board and superintendent.

It should be remembered that the work of the superintendent is circumscribed by the policies of the board, the manner in which the board works and the resources available to the district. Conversely, the effectiveness of the board is greatly affected by the quality of the work of the superintendent. Therefore, the evaluation of the superintendent shall be based on an evaluation of the joint responsibilities of the board and the superintendent.

Cajon Valley School District
El Cajon, CA

BOARD POLICY — EXAMPLE III

Evaluation is essential to, and an integral part of, a systematic approach to management. It is also a necessary element in a program of planned improvement.

The board of education recognizes this need. It shall, therefore, be the policy of the Fresno Unified School District to evaluate the superintendent annually on the basis of A) performance objectives, and B) a rating scale checklist.

A. Performance Objectives The board and superintendent shall agree in writing on:
   1. A limited number of mutually agreed upon performance objectives (to be identified by August 1).
   2. A description of activities to be performed or standards of behavior expected to achieve the projected results.
   3. The availability of needed resources, existing constraints such as budget, personnel and contract conditions, and other factors which may have an effect on the accomplishment of the objectives.
   4. The results expected.
   5. A calendar of dates for fulfilling the objectives.
   6. Dates of evaluation:
      a. written (January, February)
      b. discussion session (no later than March 1)

B. Rating Scale Checklist An appropriate rating scale checklist shall be utilized to supplement the evaluation of performance objectives.

C. Evaluation Process
   1. Each board member shall individually evaluate the performance of the superintendent based upon the performance objectives on a chart.
   2. Each board member shall complete a rating scale checklist.
   3. The board chairperson or a designee shall have the responsibility to prepare a compilation of the evaluations with all written comments intact. The composite shall be presented to the superintendent.
   4. At a subsequent date, the board shall meet with the superintendent to discuss the evaluation.

Fresno Unified School District, CA

BOARD POLICY — EXAMPLE IV

Through annual evaluation of the superintendent, the board shall strive to accomplish the following:

A. Clarify for the superintendent his role in the school system as seen by the board.

B. Clarify for all board members the role of the superintendent in the light of his job description and the immediate priorities among his responsibilities as agreed upon by the board and the superintendent.

C. Develop harmonious working relationships between the board and superintendent.

D. Provide administrative leadership for the school system.

Oxnard School District
Oxnard, CA

A P P E N D I X • C

EVALUATION INSTRUMENTS

Examples are provided to illustrate different methods for evaluating the performance of superintendents. Each district should decide which type meets its needs and adapt the instrument to its district.

CHECKLIST — EXAMPLE I

Evaluation should be an on-going process utilizing both formal and informal methods. Evaluation can be a positive or negative experience. For the benefit of both the superintendent and the district, it should occur and be conducted in the most positive manner possible at least once a year.

The process and criteria to be used in evaluation should be mutually acceptable to the board and the superintendent.

Throughout the evaluation process it should be remembered that the purpose of evaluation is to improve the critical elements that are valued.

By using this document, a board should be able to establish a reasonable and fair evaluation system for the superintendent.

It is recommended this checklist be discussed in executive session when the actual evaluation of the superintendent is under consideration.

RELATIONSHIP WITH THE BOARD

INDIVIDUAL BOARD MEMBERS 1 2 3 4		BOARD'S DECISION 1 2 3 4
— — — —	1. Keeps the board informed about issues, needs, and operation of the school system.	— — — —
— — — —	2. Offers professional advice to the board on items requiring board action, with appropriate recommendations based on thorough study and analysis.	— — — —
— — — —	3. Interprets and executes the intent of board policy.	— — — —
— — — —	4. Seeks and accepts constructive criticism of his work.	— — — —
— — — —	5. Supports board policy and actions to the public and staff.	— — — —

INDIVIDUAL BOARD MEMBERS					BOARD'S DECISION			
1	2	3	4		1	2	3	4
—	—	—	—	6. Has a harmonious working relationship with the board.	—	—	—	—
—	—	—	—	7. Understands his role in administration of board policy, makes recommendations for employment or promotion of personnel in writing and with supporting data, and accepts responsibility for his recommendations. If the recommendation is questioned by the board, he finds another person to recommend.	—	—	—	—
—	—	—	—	8. Receives recommendations for personnel from board members with an open mind but applies the same criteria for his selection for recommendation as he applies to applications from other sources.	—	—	—	—
—	—	—	—	9. Accepts his responsibility for maintaining liaison between the board and personnel working toward a high degree of understanding and respect between the staff and board.	—	—	—	—
—	—	—	—	10. Remains impartial toward the board, treating all board members alike.	—	—	—	—
—	—	—	—	11. Refrains from criticism of individual or group members of the board.	—	—	—	—
—	—	—	—	12. Goes immediately and directly to the board when he feels an honest, objective difference of opinion exists between him and any or all members of the board in an earnest effort to resolve such differences immediately.	—	—	—	—
—	—	—	—	13. Feels free to maintain his opposition to matters under discussion by the board until an official decision has been reached, after which time he subordinates his own views to those of the board as long as he remains in its employ.	—	—	—	—

ADMINISTRATION OF THE SCHOOL DISTRICT

—	—	—	—	1. Distinguishes between prime problems and trivialities.	—	—	—	—
—	—	—	—	2. Plans his own time so that matters of greatest importance are dealt with thoroughly.	—	—	—	—
—	—	—	—	3. Has organized the staff so that appropriate decision making may take place at various levels as contrasted with most decisions being made at the superintendent's level.	—	—	—	—
—	—	—	—	4. Periodically reviews and reorganizes staff duties and/or responsibilities to take full advantage of the staff's special competencies and interests.	—	—	—	—
—	—	—	—	5. Has developed a system that assures that all significant activities or duties are performed regularly or administered promptly.	—	—	—	—

INDIVIDUAL BOARD MEMBERS 1 2 3 4		BOARD'S DECISION 1 2 3 4
— — — —	6. Encourages research and creativity among employees.	— — — —
— — — —	7. Informs the board and general public in an annual report or in a series of reports of the state of the schools in the district.	— — — —
— — — —	8. Provides the board with a written agenda and appropriate back-up material by the determined date before each board meeting.	— — — —

COMMUNITY RELATIONS

— — — —	1. Has gained the respect and support of the community on the functioning of the district's operation.	— — — —
— — — —	2. Solicits and gives attention to problems and opinions of all groups and individuals.	— — — —
— — — —	3. Develops friendly and cooperative relationships with news media.	— — — —
— — — —	4. Participates actively in community life and affairs.	— — — —
— — — —	5. Achieve status as a community leader in public education.	— — — —
— — — —	6. Works effectively with public and private agencies.	— — — —

STAFF AND PERSONNEL RELATIONSHIPS

— — — —	1. Develops and executes sound personnel procedures and practices.	— — — —
— — — —	2. Develops good staff morale and loyalty.	— — — —
— — — —	3. Treats all personnel fairly, without favoritism or discrimination, while insisting on performance of duties.	— — — —
— — — —	4. Delegates authority to staff members appropriate to the position each holds.	— — — —
— — — —	5. Recruits and assigns the best available personnel in terms of their competencies.	— — — —
— — — —	6. Encourages participation of appropriate staff members and groups in planning, procedures, and policy interpretation.	— — — —
— — — —	7. Evaluates performance of staff members, giving commendation for good work as well as constructive suggestions for improvement.	— — — —
— — — —	8. Takes an active role in development of salary schedules for all personnel, and recommends to the board the levels which, within budgetary limitations, will best serve the interests of the district.	— — — —

INDIVIDUAL BOARD MEMBERS 1 2 3 4		BOARD'S DECISION 1 2 3 4
— — — —	9. At the direction of the board, establishes, meets and confers with the negotiating council, representing to the best of his ability and understanding the interest and will of the board.	— — — —

EDUCATIONAL LEADERSHIP

— — — —	1. Understands and keeps informed regarding all aspects of the instructional program.	— — — —
— — — —	2. Implements the district's philosophy of education.	— — — —
— — — —	3. Participates with staff, board, and community in studying and developing curriculum improvement.	— — — —
— — — —	4. Organizes a planned program of curriculum evaluation and improvement.	— — — —
— — — —	5. Provides democratic procedures in curriculum work, utilizing the abilities and talents of the entire professional staff and lay people of the community.	— — — —
— — — —	6. Exemplifies the skills and attitudes of a master teacher and inspires other to highest professional standards.	— — — —

BUSINESS AND FINANCE

— — — —	1. Keeps informed on needs of the school program—plant, facilities, equipment, and supplies	— — — —
— — — —	2. Supervises operations, insisting on competent and efficient performance.	— — — —
	3. Determines that:	
— — — —	a. Funds are spent wisely.	— — — —
— — — —	b. Adequate control and accounting are maintained.	— — — —
— — — —	4. Evaluates financial needs and makes recommendations for adequate financing.	— — — —

PERSONAL QUALITIES

— — — —	1. Defends principles and convictions in the face of pressure and partisan influence.	— — — —
— — — —	2. Maintains high standards of ethics, honesty, and integrity in all personal and professional matters.	— — — —
— — — —	3. Earns respect and standing among professional colleagues.	— — — —
— — — —	4. Devotes time and energy effectively to job.	— — — —
— — — —	5. Demonstrates ability to work well with individuals and groups.	— — — —

INDIVIDUAL BOARD MEMBERS 1 2 3 4		BOARD'S DECISION 1 2 3 4
— — — —	6. Exercises good judgment and the democratic processes in arriving at decisions.	— — — —
— — — —	7. Possesses and maintains the health and energy necessary to meet the responsibilities of the position.	— — — —
— — — —	8. Maintains poise and emotional stability in the full range of professional activities.	— — — —
— — — —	9. Is customarily suitably attired and well groomed.	— — — —
— — — —	10. Uses English effectively in dealing with staff members, the board, and the public.	— — — —
— — — —	11. Writes clearly and concisely.	— — — —
— — — —	12. Speaks well in front of large and small groups, expressing ideas in a logical and forthright manner.	— — — —
— — — —	13. Thinks well when faced with an unexpected or disturbing turn of events in a large group meeting.	— — — —
— — — —	14. Maintains professional development by reading, course work, conference attendance, work on professional committees, visiting other districts and meeting with other superintendents.	— — — —

COMMENTS: _____

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SIGNED: _____

(President of the Board)

_____

(Superintendent)

DATE: _____

TRAITS AND SKILLS

As we have done each year for the past six years, we wish again to have an evaluation by the board of education relative to the effectiveness of the central staff. The form below is divided into two sections. The first section and the major one specifically rates the superintendent of schools. The second section is arranged to evaluate the staff or superintendency team. I would appreciate it if you would complete the form in its total at one sitting and return it to me at your earliest convenience, hopefully not later than the July regular board meeting. If you feel the urge, I would be most happy to discuss the form with you personally. A discussion by the board perhaps would be worthwhile in relation to certain points. I hope you will be as objective and candid as possible in your evaluation. You may feel free to sign the form or leave it unsigned, as you desire. This year I am attempting to make the form easy to complete by having you either circle or check items. If you feel the need for further explanation, you might star (*) a particular item and write on the back of the evaluation form.

Thank you.
Frank W. Hunter, Superintendent

Please circle one number after each of the items. (Since I have a scoring plan, please do not skip any item.) The number scale is from low to high, *1 being lowest; 5 the highest.*

1.	Has sufficient enthusiasm	1	2	3	4	5
2.	Has satisfactory oral communicating ability	1	2	3	4	5
3.	Has satisfactory written communicating ability	1	2	3	4	5
4.	Has satisfactory personal appearance	1	2	3	4	5
5.	Has proper degree of self-confidence	1	2	3	4	5
6.	Uses sound judgment	1	2	3	4	5
7.	Has philosophy of education compatible with that of community	1	2	3	4	5
8.	Has satisfactory relationship with staff	1	2	3	4	5
9.	Has satisfactory relationship with board	1	2	3	4	5
10.	Uses ability to delegate sufficiently	1	2	3	4	5
11.	Has satisfactory concern for detail	1	2	3	4	5
12.	Has satisfactory decision-making ability	1	2	3	4	5
13.	Leadership ability is satisfactory	1	2	3	4	5
14.	Has satisfactory ability to shoulder responsibility	1	2	3	4	5
15.	Follows policy satisfactorily	1	2	3	4	5
16.	Has satisfactory community image	1	2	3	4	5
17.	Is dependable	1	2	3	4	5
18.	Is too sensitive—takes things too personally	1	2	3	4	5
19.	Has right amount of persistence	1	2	3	4	5
20.	Is adaptable when required	1	2	3	4	5
21.	Has sufficient aggressiveness	1	2	3	4	5
22.	Has a pronounced interest in improving the instructional program	1	2	3	4	5
23.	Generally open-minded	1	2	3	4	5
24.	Has ability to organize well	1	2	3	4	5
25.	Plans ahead sufficiently	1	2	3	4	5
26.	Satisfactory ability to face conflict	1	2	3	4	5

27. Has satisfactory ability to live with pressure		1 2 3 4 5
28. Has satisfactory amount of courage		1 2 3 4 5
29. Is very honest		1 2 3 4 5
30. Has sufficient interest in public relations		1 2 3 4 5
31. Has satisfactory participation in local, state and national programs		1 2 3 4 5
32. Has good interest and concern for employee morale		1 2 3 4 5
33. Is sensitive to the problems of others		1 2 3 4 5
34. Has satisfactory willingness to compromise		1 2 3 4 5
35. Is well-informed		1 2 3 4 5
36. Has satisfactory ability to evaluate		1 2 3 4 5
37. Uses tact	*Metropolitan School District of Perry Township Indianapolis, IN*	1 2 3 4 5

ESSAY **EXAMPLE I**

Desirable Administrative Qualities

The process of evaluation is most effective when an honest, open dialogue can occur between evaluator and evaluatee. Ideally, this dialogue occurs frequently during the year and is not limited to the customary yearly evaluation conference. The desirable administrative qualities listed below could be considered in this continuing dialogue between evaluator and evaluatee. Structuring the dialogue to this degree should enable the evaluator to more systematically consider the performance of the evaluatee.

The uses of this instrument are unlimited. Some suggested uses you may wish to consider follow:

1. The evaluator and evaluatee can use the list as a diagnostic tool and as a basis for discussion of the evaluatee's personal skills. A prescription for improvement could then be agreed upon by both parties.
2. An evaluator could ask an evaluatee or other peer about his or her perception of the evaluator's possession of the listed qualities.
3. When a performance problem exists, the person concerned could use the qualities as a check list, a memory jogger, to attempt to identify the cause of the problem and thereby affect a means of remediation.

This "dialogue instrument" is *not* an evaluation form. It is to be used as a tool for identifying assets and liabilities. It has little value if it is not used as a preface to a plan for the improvement of performance.

I. Personal characteristics necessary to create a positive professional and educational climate within the school district.

Adaptability:	Adapts to new circumstances and is willing to change.
Confidence:	Has belief in and communicates his own abilities.
Congruence:	Attuned to prevailing circumstances and self.
Decisive:	Avoids procrastination.
Effective Communicator:	Possesses the ability to communicate effectively with a variety of people both in oral and written form.

Empathy:	Identifies emotionally and situationally with others.
Enthusiasm:	Attitude indicates a high level of personal commitment.
Innovative/Risk Taking:	Will experiment with new ideas.
II. Knowledge and Skill in Professional Assignment	
Poise:	By the virtue of his public posture, communicates effectively with ease and dignity of manner in all situations.
Positive Outlook:	Maintains optimistic viewpoint.
Professional Ethics:	Possesses integrity.
Receptive to Criticism:	Possesses the ability to receive suggestions for improvement.
Respects Individual Differences:	Listens to and considers the viewpoints of others.
Sense of Humor:	Ability to laugh at yourself and with others.
Sensitivity and Awareness:	Is cognizant of the feelings of others and possesses insight.
Sociability:	Is a well-rounded individual with interest in a variety of people and places.
Supportive:	Willing to support people, policies, and procedures.
Tact:	Is able to relate candidly to people without seriously impairing interpersonal relationships.
Vitality:	Has sufficient endurance to effectively deal with peak load activity.
III. Organization and Management of Job Responsibility	
Ability to Motivate:	Demonstrates the ability to inspire others to high purpose in satisfying school and district goals.
Decision Making:	Demonstrates the faculty to weigh alternatives and make workable decisions.
Efficiency:	Produces the desired result with a minimum of effort. Shows the ability to delegate. Uses time effectively.

Facilitates Professional Growth in Others:	Makes available a wide variety of alternatives and encourages others toward professional growth and advancement.
Implementation:	Completes assigned tasks and achieves desired outcome within a specified timeline.
Initiative:	Is a "self starter" and self-directed individual.
Leadership:	The ability to release human potential in others.
Planning:	Demonstrates the ability to develop a comprehensive educational plan.

ESSAY **EXAMPLE II**

PERFORMANCE AREA	EVALUATION	
	COMMENDATIONS	RECOMMENDATIONS
General Administration Policy development and implementation Short and long range planning Management techniques		
Board Relations Effective dissemination of information Recommendations based on study and analysis		
Educational Leadership Development and evaluation of curriculum Knowledge of instructional program Development of pupil personnel practices		
Personnel Obtaining and evaluating personnel Employee morale Staff development Negotiations procedures		

PERFORMANCE AREA	EVALUATION	
	COMMENDATIONS	RECOMMENDATIONS
Business Management Budget development and implementation School plant planning and administration Plans for enrollment requirements		
Communications Effective relations with groups and/or individuals Participation and representation in community		
Professional Growth Updating skills Participation in conferences and seminars		
Other		

Oxnard Union High School District
Oxnard, CA

MANAGEMENT BY OBJECTIVES — EXAMPLE I

1. The Board and the Superintendent shall agree, in writing, on the Superintendent's objectives on or about July 1 and January 1 of each year.
2. The Board members shall meet privately in June and December of each year to discuss their individual perceptions of the superintendent's performance with respect to the agreed-upon objectives.
3. The chairman of the board or a designated representative shall meet with the superintendent in June and December of each year to discuss the board's joint written evaluation of the superintendent's performance with respect to the agreed-upon objectives.

Proposed goals and objectives are on the following pages.

SUPERINTENDENT'S PROPOSED GOALS & OBJECTIVES,

GOAL I: Re-examine the direction of the educational program

OBJECTIVES	ACTIVITIES
A. Achieve adequate participation of school-related organizations and individuals in the Community Goals Study	1. Remind individuals and groups to attend city-wide Congress on January 13 2. Promote participation in task forces 3. Remind groups and individuals to attend second Congress 4. Promote participation in task force revisions 5. Remind groups and individuals to attend third Congress 6. Remind groups and individuals to attend City Council hearings 7. Obtain and publicize results
B. To plan a thorough review of the district's educational philosophy, goals and objectives to be conducted in October-November	1. Obtain official direction from Board of Education 2. Organize a steering committee 3. Determine needs to be used, persons to be involved, timing, materials, facilities

GOAL II: Proceed with replacement of unsafe buildings

A. Monitor the planning, financing, bidding, contracting, and construction of new buildings	1. Present plans for approval of Board of Education: a) Alameda H.S. prelim. b) Miller working drawings c) B.F.I. working drawings 2. Request authority of Board of Education to invite bids: a) Haight b) Lincoln 3. Present construction contracts for approval of Board of Education: a) Haight b) Lincoln 4. Present monthly progress reports on all projects

TIMING	MEASUREMENT
January 6–13	Observe attendance at Congress. Check participation for adequacy of representation
January 13–March 30	Observe deliberations of task forces for evidence of quality representation
March 1–April 7	Observe attendance at Congress. Check participation for adequacy of representation
April 8–30	Observe deliberations of task forces for evidence of quality representation
April 21–May 6	Same as 1 and 3
May 7–30	Same as 1, 3, and 5
June 1	
April 8	Publish resolution of Board of Education
May 5–9	Publish names of steering committee members
May 12–16	Publish information regarding methods, involvement, timing, materials, facilties
	Board minutes
February February May	
	Board minutes
January January	
February February	
January–June	Board minutes

OBJECTIVES	ACTIVITIES
	5. Recommend acceptance of Lum addition
B. Provide staff services to Board of Education in connection with A.H.S. bond election	1. Consult with board chairman on plans 2. Provide information as requested
C. Work within the law to provide facilities prior to completion of construction	1. Verify eligibility to remain in all existing elementary and middle school buildings until completion of new facilities 2. Ascertain legislative intent regarding occupancy of A.H.S. after June 30 3. Take appropriate action: a) If Legislature amends law to permit full occupancy, modify the A.H.S. program to accommodate construction b) If Legislature amends law to permit partial occupancy, develop a plan to operate with reduced facilities c) If Legislature declines to amend law, implement recommendations of Temporary Housing Committee
GOAL III: Maintain financial solvency	
A. Coordinate efforts to improve the district's financial condition	1. Meet with presidents of Board of Education and school-related organizations to determine extent of interest in cooperative endeavors 2. Joint development of outlines and cost estimates for three budgets: Survival, Adequate, Quality 3. Joint determination of whether to recommend revenue increase election 4. Present financial situation to Board of Education. Request approval of three alternate pre-preliminary budgets. Recommend revenue increase election if desired 5. Meet with legislators to request increase in state support

TIMING	MEASUREMENT
June	Board minutes
January 7–February 7	Minutes of meetings, memoranda, schedules
February 10–March 10	Memoranda, bulletins, newspaper articles
January	Written confirmation from Office of Local Assistance
January	Written opinions from State Superintendent of Public Instruction, Office of Local Assistance, members of the Legislature
February	Memoranda, Board minutes, newspaper articles
February	Memoranda, Board minutes, newspaper articles
February	Memoranda, Board minutes, newspaper articles
January 6	Minutes of meeting
January 7–17	Outlines and estimates
January 20	Minutes of meeting
January 27	Minutes of meeting
February 3–21	Minutes of meeting

OBJECTIVES	ACTIVITIES
	6. Discuss with Board of Education whether to implement involuntary staff reduction. Obtain direction regarding election effort
	7. Implement involuntary staff reduction if so desired
	8. Consult with steering committee on election plans
	9. Provide election information as requested
GOAL IV: Provide a better quality of leadership	
A. Do better long-range planning	1. Cabinet review principal's progress conferences and own goals-objectives-targets. Revise for 1984-85 and outline new for 1985-86
	*2. Cabinet review preliminary population projections, discuss alternate staffing patterns and use of facilities for 1985-86
B. Increase opportunities for participation of employees in the decision making process	1. Examine budget to discover additional areas to be decentralized
	2. Discuss above with management personnel
	3. Implement as desired
C. Foster friendly and supportive relationships	1. Make 20 classroom observations
	2. Make 20 pre-announced informal visits to schools
	3. Host informal social activities for management personnel
	4. Set up a system to recognize accomplishments of personnel
	5. Implement above

*Carried over from first semester at Board request: Devise a plan to keep the size of the administrative staff consistent with pupil population

1. Review master plan population projections.
2. Determine administrative staffing requirements.
3. Develop alternatives for matching administrative staff to pupil population.

TIMING	MEASUREMENT
February 25	Minutes of meeting
February 28	Copies of notices
March 3–21	
April 1–May 26	
January 15–17	Minutes
January 15–17	Minutes
January 15–17	Minutes of Cabinet meeting
January 29	Minutes of Administrators/Supervisors meeting
February–June	Superintendent's Bulletin
January–June	Copies of letters to teachers
January–June	Copy of schedule
January–June	Calendar
January	Superintendent's Bulletin
February–June	Superintendent's Bulletin

OBJECTIVES	ACTIVITIES
D. Assist management personnel with achievement of objectives	1. Review principals' progress in regional K-12 groupings 2. Assist each principal in revising current goals and objectives 3. Work with A.C.S.A. committee to develop evaluation procedure 4. Adopt administrative evaluation process 5. Assist management personnel in preparing 1985-86 goals and objectives
E. Encourage professional growth of all personnel	1. Review current schedule and participation in in-service education 2. Revise current I.S.E. schedule as desired 3. Survey personnel to determine needs 4. Set up I.S.E. for 1985-86

TIMING	MEASUREMENT
January 8–9	
February	
January–February	
March	
April–May	
January 15–17	Cabinet minutes
February 14	Educational Services' staff minutes
March	Educational Services' staff minutes
April	Educational Services' staff minutes

MANAGEMENT BY OBJECTIVES — EXAMPLE II

A. To develop and implement an administrative organization with job descriptions and a system of compensation related to responsibility and quality of work.

1. Action Plan The members of the central administrative staff will be included in designing an appropriate administrative organization along with job descriptions.

   The members of the total administrative staff will be involved in designing a program of compensation for exempt employees. This program of compensation is to be based upon responsibility and performance.

2. Time Table Step one, administrative organization, will be completed by the end of September, 1984. Step two, salary program, will be completed by the end of November, 1984.

3. Measurement The administrative chart, job assignments, and job descriptions will be completed, distributed, and implemented by the end of September, 1984. At the end of December, 1984 a questionnaire will be distributed to the total staff to determine their opinion on the effectiveness of the new organization.

   The salary program for exempt employees will be used to set salaries in December of 1984 for the 1985 calendar year.

B. To help each administrator develop objectives for the 1984–85 school year and assist each administrator in achieving his objectives.

1. Action Plan The superintendent will review the objectives of the personnel on the central staff. He will also monitor the activities of central staff personnel to assure that they review the objectives of their associates.

   At regular intervals, the superintendent will discuss the progress of each central staff person in meeting his objectives. At these meetings, the superintendent will also take whatever steps he can to assist each central staff member in meeting his individual objectives. This may take the form of suggestions, providing resources or suggesting that the objectives be modified.

2. Time Table All personnel who have been requested to prepare objectives will be expected to have the objectives completed in final form by the end of September.

   Progress meetings will be held with personnel at two-month intervals; end of November, January, March and May. The May meeting will be the final appraisal. The superintendent will review the objectives of central staff and central staff will review the objectives of their associates.

3. Measurement All objectives will be available in a collated pamphlet and distributed. Progress reports will be written and given to superiors. Evaluation of progress will be made on the basis of the measurement suggested for each objective.

C. To implement, using the already prepared forms, a system of teacher observation and evaluation and in-service programs designed to assist teachers to overcome weaknesses revealed in the evaluations.

1. Action Plan The administrative staff will agree on the minimum number of observations to be made of each teacher. In-service programs on observation and evaluation will be conducted for personnel responsible for this function. At the end of a designated period of time, the observation reports will be tabulated to reveal weaknesses and strengths that have been observed. These tabulations will be used as the basis for in-service programs to be conducted for the teachers.

2. Time Table The tabulation of observation reports will be done at the end of the first semester and the results will be used to design in-service programs for the second semester. The second tabulation

will be done at the end of the second semester and the results will be used to design in-service programs for the first semester of the 1985–86 school year.

3. Measurement The observation reports will be evidence that the observations have been completed. The tabulation sheets will show the weaknesses and strengths. The objectives of the in-service programs will reveal if the programs have been designed as outlined.

D. To take action to develop more coordination in the art, instrumental music, and physical education-health programs in grades K through 12.

1. Action Plan Objectives for the art, instrumental music, and physical education-health program will be prepared for the grade groups: K–3, 4–6, 7–8, 9–12. Activities to achieve these objectives and evaluation measures will also be developed.

2. Time Table The objectives will be completed by the end of November and the activities and evaluation by the end of April. The scheme for monitoring the programs will be determined by March, 1985, and implemented in September, 1985.

3. Measurement The completion of curriculum guides and the establishment of a monitoring scheme will be evidence that the objective has been achieved.

E. To develop a system of employee selection that will assure total administrative staff involvement in the process.

1. Action Plan A plan will be devised in which at least three members of the administrative staff in addition to the Director of Personnel will interview all candidates recommended for employment on the professional staff. A rating sheet for each person interviewed will be completed and placed in the file of the prospective employee. All principals and assistant principals will be used to interview prospective employees.

2. Time Table A written plan will be completed and implemented by December 1, 1984.

3. Measurement Any person recommended for employment after December 1, 1984, will have been interviewed by at least three administrators. Beginning December 1, 1984, there will be a pool of candidates for every teaching position in the school system. This pool will be made up of candidates acceptable for employment in the district and rated according to potential success as a teacher in the district.

F. To develop a system of professional employee selection that will result in the employment of the most capable applicants as determined by evaluation during the first two years of employment.

1. Action Plan At the end of each semester, each employee in the first two years of work in the school district will have his evaluation checked against his potential ratings given at the time of interview. A tabulation will be made to show relationships. Where discrepancies occur, an analysis will be made to determine exactly where the interview and selection procedure failed. Corrections in the process will be instituted.

2. Time Table The first check will be made at the end of the first semester of the 1984–85 school year and each semester thereafter. The corrections needed will be fed into the system immediately after the analysis.

3. Measurement Each succeeding year should show a lesser degree of discrepancy between ratings at time of employment and at the end of the first and second years of teaching.

G. To take action to increase the average yearly achievement growth of each grade level in reading and mathematics by one month in seventy-five percent of the cases. (A case being a grade level in a building.) Grades 4 through 8 will be involved.

1. Action Plan Test results will be analyzed to determine methods to increase achievement in reading and mathematics by altering teaching methods or content. Suggestions for accomplishing this will be made to the teaching staff along with assistance in implementing the suggestions. Also, a greater effort will be made to individualize instruction in order that each child can progress at his own rate. Finally, more emphasis will be put on the use of the library or resource center in providing experiences for students in reading and mathematics.
2. Time Table The proposed growth will be made by the end of the 1984-85 school year.
3. Measurement The average yearly growth for each grade (4 through 8) will be increased by one month for the 1984-85 school year in seventy five percent of the cases.

Checklist used by board in addition to review of objectives.

SUPERINTENDENT

NAME_____ DATE _____

Appraisal Period: From _____ To _____

Evaluator/s _____

	0	1	2	3	4	Total
1. Board Meeting Activities						
a. Attends all board meetings	___	___	___	___	___	___
b. Makes appropriate recommendations	___	___	___	___	___	___
c. Follows up board inquiries	___	___	___	___	___	___
d. Implements board action	___	___	___	___	___	___
2. Policy Matters						
a. Interprets and implements board policy	___	___	___	___	___	___
b. Assists the board in its policy decisions	___	___	___	___	___	___
d. Interprets and implements laws, regulations and standards	___	___	___	___	___	___
3. Goals and Objectives						
a. Prepares district goals	___	___	___	___	___	___
b. Prepares objectives	___	___	___	___	___	___
4. Personnel Hiring and Staffing						
a. Recommends individuals for employment	___	___	___	___	___	___
b. Assigns and transfers personnel	___	___	___	___	___	___
5. Curriculum Development						
a. Evaluates and revises curriculum	___	___	___	___	___	___

	0	1	2	3	4	Total
b. Recommends all curriculum guides and tests	___	___	___	___	___	___
6. In-service Program Development						
a. Effective in-service programs	___	___	___	___	___	___
7. Public Relations						
a. Represents school before public	___	___	___	___	___	___
b. Represents district to other educational institutions	___	___	___	___	___	___
c. Effective public relations programs	___	___	___	___	___	___
d. Community participation	___	___	___	___	___	___
8. Financial Planning						
a. Overall financial planning	___	___	___	___	___	___
b. Annual budget	___	___	___	___	___	___
9. Personnel Evaluation						
a. Evaluation of administrative and instructional personnel	___	___	___	___	___	___
b. Written evaluation of administrative team	___	___	___	___	___	___
c. Evaluates own performance	___	___	___	___	___	___
10. Performance Objectives						
a.	___	___	___	___	___	___
b.	___	___	___	___	___	___
c.	___	___	___	___	___	___
d.	___	___	___	___	___	___
e.	___	___	___	___	___	___
f.	___	___	___	___	___	___
g.	___	___	___	___	___	___
Total						___

Signatures:

Appraisee _____ Date _____

Evaluator/s _____ Date _____

_____ Date _____

KEY:
0 Below Average
1 Average
2 Above Average
3 Superior
4 Excellent

Keystone Oaks School District
Pittsburgh, PA

MANAGERIAL ABILITY PROFILE

In performance appraisal the board starts with a problem area, discusses what needs to be done, and sets an objective for doing it. At the conclusion, the board assesses whether it was done, why or why not, and to what degree it was accomplished. The managerial skills and tasks are also reviewed. The board knows what it is looking for before it starts to evaluate.

DETERMINE NEED

The need for an appraisal system is related to the school board's perception of what the district should be doing and what is expected from the superintendent. It is a means of determining the effectiveness of the board's policies and the superintendent's implementation of them.

Review how board and superintendent operate.

- Custodial
- Lay-administrative
- Policy-making

SELECT CRITERIA

The board will list criteria for appraisal of superintendent then group into two categories:

1. Traits and skills, and
2. Management responsibilities

Performance appraisal is comparing job performance with job specifications. Basic skills and human traits should be expected and not require evaluation.

EVALUATE BOARD/SUPERINTENDENT RELATIONSHIP

The board must appraise itself to reveal strengths and weaknesses in the board, the superintendent, and their relationships with one another. Custodial or lay-administrative boards may find this exercise meets their evaluation needs. For policy-making boards, this self-assessment clears the air and identifies areas in their relationships that need improvement.

IDENTIFY DISTRICT FUNCTIONS AND TASKS

The board and superintendent will develop a list of general school district functions and then subdivide into specific management tasks on which the superintendent's performance will be appraised.

CLARIFY ROLES

The board and superintendent will designate key action words for each task to clarify the role of the board, superintendent, and staff. Where the board is performing a "doing" function, the superintendent cannot be held responsible for performance or lack of it.

IDENTIFY INDICATORS OF EFFECTIVENESS FOR EACH TASK

To establish standards or measures for evaluation, the board and superintendent will develop indicators of effectiveness to determine whether task is being carried out. The key is to ask what the function or task is supposed to accomplish. This shows the areas to be evaluated, the superintendent's role in each area, and what the board expects will occur.

PREPARE JOB DESCRIPTION

The job description will cover the range of duties within each job function using the key action words. It will serve as a monitoring device to ensure appraisal of all aspects of the job.

REVIEW MANAGERIAL ABILITY

An annual review of managerial abilities 1) acquaint the board with what managers are expected to do, and 2) reveal specific abilities the board feels the superintendent needs to improve. This will supplement the appraisal of performance.

CATEGORIZE TASKS

The board and superintendent need to focus on function and tasks which are crucial or need improvement in writing performance objectives. Not everything the superintendent does needs to be evaluated. While responsible for all tasks, some are minimal and routine aspects of the job, some are reasonable and may need objectives, and some have special long-range requirements.

DETERMINE TASKS NEEDING OBJECTIVES

Select items for objectives that are of critical need. Some minimal and reasonable

tasks may need improved performance. Others would only be expected through meeting the job description. Long-range tasks may require work in stages.

WRITE OBJECTIVES

The information must be combined into a concise and understandable statement that tells:

What is to be done
Who is to do it
By when
How will it be evaluated

This will include the performance objectives for tasks and also managerial skills needing improvement. The superintendent can write the statements to be discussed, modified if necessary, and approved by the board.

RANK IN PRIORITY ORDER

The objectives should be ranked in priority order or assigned a priority rank. Statement combines:

District function
Specific task
Key word
Effectiveness indicator
When completed

REVIEW PROGRESS

Regular review sessions for the superintendent to discuss progress toward objectives should be scheduled.

EVALUATE SUPERINTENDENT PERFORMANCE IN RELATION TO OBJECTIVES

At year end, superintendent will submit a brief written report on objectives accomplished for discussion and analysis with the board. A written summary of the board's appraisal will be completed.

DEVELOP NEW OBJECTIVES

New objectives based on district and managerial needs for the following year will be developed by the board and superintendent and the cycle begins again.

Based on *A Superintendent Appraisal System,* developed by the Illinois Association of School Boards. Forms are available from CSBA.

MANAGERIAL ABILITY PROFILE — EXAMPLE I

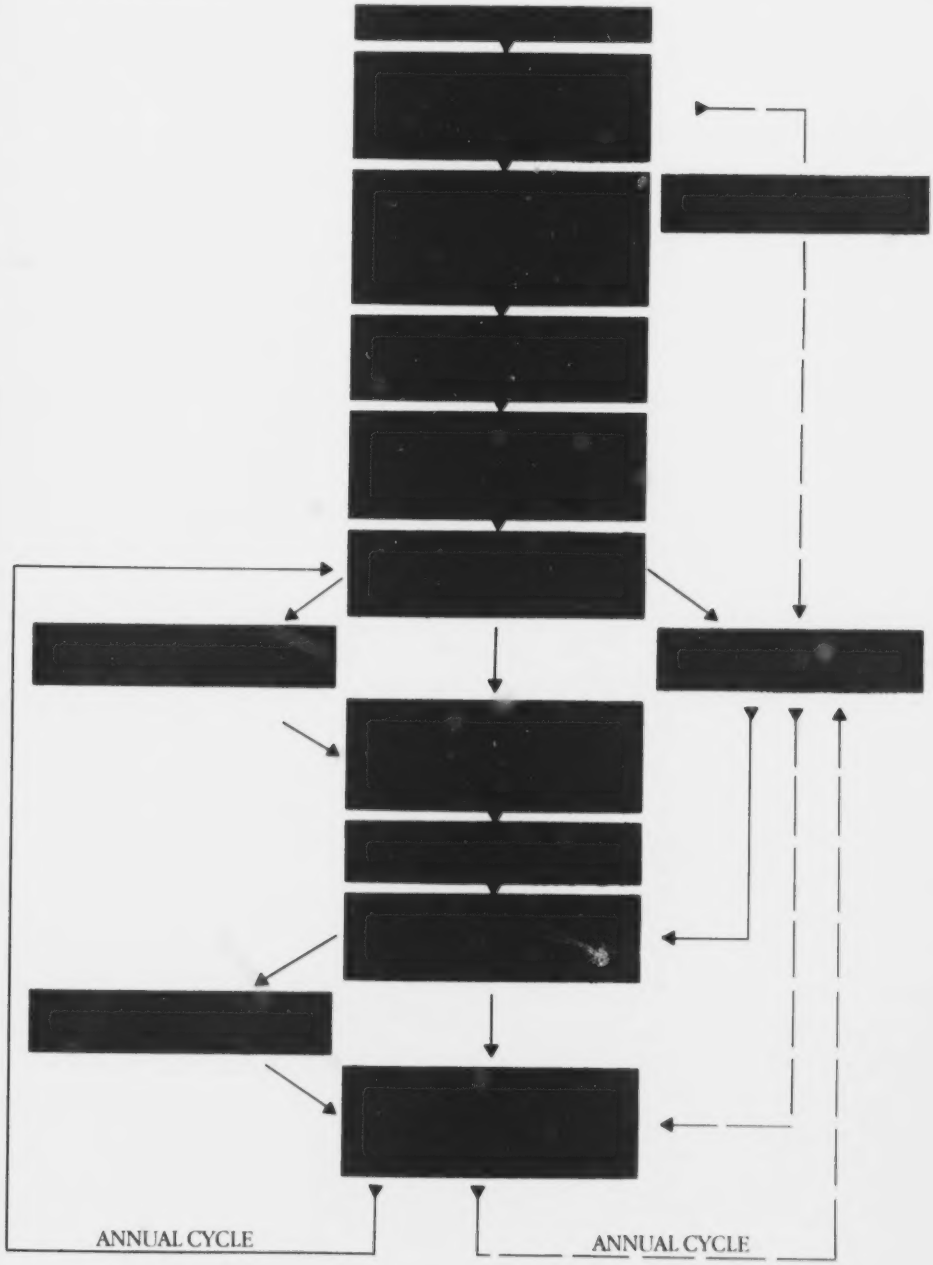
INSTRUCTIONS: For each factor below, you are asked to rate the superintendent on several elements and then to describe in your own words any other strong points and weaknesses. Base your ratings on your own first-hand knowledge. If you know only what you have heard from others, check the "Don't know" column.

Individual ratings—mark with a ✓. Group ratings—mark with an ×.	Seldom or Never	Occasionally	Usually	Always	Don't Know
A. Personal Characteristics					
1. Objective in considering divergent and new points of view.					
2. Flexible in his approach to problems.					
3. Reliable—you can depend on what he says.					
4. Accepts responsibility; doesn't pass the buck.					
5. Adjusts easily to new situations, problems and methods.					
6. Keeps his head in an emergency.					
7. When things go wrong he works to fix them instead of making excuses.					
8. Would give an honest report on a problem even if it would hurt him personally.					
9. _____ _____					
B. Effectiveness With People					
1. Represents his organization effectively with the public.					
2. Is able to gain the confidence of the Board.					
3. His decisions on personnel problems promote morale and productivity.					
4. Doesn't like "yes men" as subordinates.					
5. Is able to deal effectively even with people who are opposed to him.					
6. Gets people who work for him to want to do their best.					

Individual ratings—mark with a ✓. Group ratings—mark with an ✕.	Seldom or Never	Occa sionally	Usually	Always	Don't Know
C. Decision-Making Ability					
1. Anticipates how people will react to his decisions and proposals.					
2. Absorbs new data and concepts quickly.					
3. First gets the facts, then decides.					
4. Changes his programs and methods in order to keep up with current needs and developments.					
5. Spots the key parts of complex problems—doesn't get lost on minor points.					
6. Effective in thinking of new approaches to problems.					
7. _____					
D. General Executive Abilities					
1. Delegates authority effectively.					
2. Effective in checking on results.					
3. Sets priorities effectively.					
4. Corrects situations when they need improvement—doesn't wait for an emergency.					
5. A careful planner.					
6. Handles effectively the administrative details of day-by-day operations.					
7. Effective in presenting budget requests.					
8. Selects highly capable subordinates.					
9. Takes into account the public relations implications of his actions.					
10. Works effectively even under frustrating conditions.					
11. _____					

PERFORMANCE APPRAISAL PROCESS

Process based on Illinois School Board's Handbook



PERFORMANCE APPRAISAL **EXAMPLE I**

SAMPLE FORM TO EVALUATE SUPERINTENDENT'S PERFORMANCE

CLARIFY JOB CONTENT

Clearly define the duties and responsibilities required, in written form preferably. If not in writing, make certain that oral understandings between employee and immediate superior are clear to both parties.

Choose most appropriate means of clarifying job content, e.g.:

Job Description

Job Expectancies

Characteristics of Successful Performance

ESTABLISH PERFORMANCE STANDARDS

After the scope of duties and responsibilities is defined and the content of the job is clarified, formulate standards of performance in each area of job content, e.g.:

Area	Standard
Instructional Leadership	Devote a major portion of time to direct supervision of the instructional program, making it the number one priority
Client and Staff Involvement	Consistently obtain input from students, parents, and staff members in school policies and procedures development
Personnel Management	Persistently monitor, evaluate, and improve effectiveness of personnel management policies and procedures

SET PERFORMANCE OBJECTIVES

Write performance objectives stated in behavior terms, based upon job content areas, e.g.:

Area	Performance Objective
Instructional Leadership	Given the constraints of time, make a supervisory contact with each teacher through class visitations, conferences, or other means at least twice each grading period.
Client and Staff Involvement	Within the limitations imposed by board and administrative rules and regulations, develop modifications in existing school marking procedures and show the extent of involvement of pupils, parents, and staff members.
Personnel Management	Monitor and assess the incidence and causes of staff absenteeism by days of the week for a representative span of time during the first semester of the current school year.

IMPLEMENT ACTION PROGRAM

The attainment of performance objectives is inherently related to on-going operational activities of the individual. An action program to attain objectives is not a separate entity. Objectives arise out of some aspect of day-to-day duties and responsibilities.

1. Design step-by-step procedures to achieve objectives.
2. Monitoring and helping actions provided by supervising superiors are focused upon overall performance and specifically upon the performance objectives themselves.
3. Periodic contacts and estimates of progress should be planned and carried out by supervising superiors.

ASSESS PERFORMANCE RESULTS

Based upon data and information, collected by both the evaluatee and evaluator, assessments are made of the extent of attainment of the performance objectives.

(a) Evaluatee	Makes self assessment
(b) Evaluator	Makes superior's assessment

The assessment process culminates in an evaluation conference between evaluatee and evaluator.

Assessment may be made more valid by means of a review by evaluator's immediate superior, e.g.:

Role	Individual
Reviewer	Assistant Superintendent
Evaluator	Principal
Evaluatee	Assistant Principal

PLAN FOLLOW-UP ACTION

Following the evaluation conference, evaluatee and evaluator determine follow-up action that appears to be called for. This may include:

1. Corrective action that appears needed
2. Re-assessment of relevance of performance objectives
3. Determination of new objectives
4. Continuation of objectives not yet fully attained
5. Planning for ensuing year

CLARIFY
JOB CONTENT
ESTABLISH
PERFORMANCE
STANDARDS
SET
PERFORMANCE
OBJECTIVES
IMPLEMENT
ACTION
PROGRAM
ASSESS
PERFORMANCE
RESULTS
PLAN
FOLLOW-UP
ACTION